

WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
JANUARY 30, 2003

New Market Vocational Skills Center
Alexander Room
7299 New Market Street SW
Tumwater WA 98501-6536
(360)570-4500

AGENDA

TIME: 8:30 a.m. – 1:45 p.m.

TIME	TOPIC	PRESENTER	DESIRED OUTCOME
8:30-8:45	Welcome/Introductions	René Ewing	Get Acquainted
8:45-8:50	Minutes of December 18, 2002, Board Meeting Chairperson's Report Executive Director's Report <i>Tab 1</i>	René Ewing Ellen O'Brien Saunders	Board will act on minutes of December 18, 2002, Board Meeting. Board will be updated on issues of current interest.
9:50-10:20	Break and Tour of Skill Center	All John Aultman, Director New Market Vocational Skill Center	Refresh and learn of activities of host Skill Center.
10:20	Federal Vocational Education Act Performance Results <i>Tab 2</i>	Bryan Wilson	Board will learn of the performance of the federal vocational education programs against the targets for performance.
10:40-11:15	Secondary Career and Technical Education: Supply, Demand and Gaps <i>Tab 3</i>	Bryan Wilson	Board will be briefed on report covering demand, supply and results of secondary career and technical education.

TIME	TOPIC	PRESENTER	DESIRED OUTCOME
11:15-11:30	Business Week Presentation	Steve Hyer Carolyn Parker Business Week	Board will learn of the work of “Business Week” with high school students.
11:30-11:45	Eligible Training Provider Policy <i>Tab 4</i>	Bryan Wilson	Board will review options for changes to the Eligible Training Provider List policy.
11:45-12:45	Lunch	All	Refresh
12:45-1:45	Industry Skill Panels: Update on Achievements and Challenges <i>Tab 5</i>	Pam Lund Guests	Board will learn of the achievements and challenges of industry skill panels.
1:45	Meeting Evaluation and Adjournment	René Ewing	Board will assess meeting quality.

NOTICE OF POSSIBLE EXECUTIVE SESSION

Under RCW 42.30.110, an executive session may be held for the purpose of consulting with legal counsel regarding agency enforcement actions or actual or potential agency litigation.

TAB 1

Washington State Workforce Training and Education Coordinating Board
Minutes of Meeting No. 89
December 18, 2002

The meeting was called to order by Chair René Ewing at 8:44 a.m. at the Southwest Washington Pipe Trades Joint Apprenticeship and Training Committee Facility, Lacey, Washington. The following board members were present:

René Ewing, WTECB Chairperson
Sylvia Mundy, Employment Security Department (ESD)
Joe Pinzone, Business Representative
Rick Bender, Labor Representative
Mike Hudson (Alternate for Don Brunell), Business Representative
Kyra Kester and Brian Jeffries (Alternates for Terry Bergeson), Superintendent of Public Instruction (OSPI)
John Atherton (Alternate for Dennis Braddock), Department of Social and Health Services (DSHS)
Jim Crabbe (Alternate for Earl Hale), State Board for Community and Technical Colleges (SBCTC)
Ellen O'Brien Saunders, Executive Director

Welcome and Introductions

Ms. René Ewing welcomed the Board and guests and introductions were made. Mr. Dennis Kloidia from the Southwest Washington Pipe Trades Joint Apprenticeship and Training Committee welcomed the Board to the facility.

Minutes of Board Meeting No. 88 – October 2, 2002

Ms. Ewing presented the minutes from the October 2, 2002, meeting.

Motion 02-89-01

A motion was made by Commissioner Sylvia Mundy and seconded by Mr. Mike Hudson that the WTECB minutes of October 2, 2002, meeting be approved. The motion passed.

Chairperson's Report

Ms. René Ewing discussed the Workforce Strategies 2002 Conference that was held November 21-22, 2002. One of the goals was to have more business participation at the conference, and business attendance did increase. The Board discussed a proposal of the Chairperson to have a smaller conference in 2003 and a larger conference the following year. Board members indicated that they would like to keep the momentum going on the Best Practice Awards. After much discussion, the Board decided on a two-day conference with plans to attract an audience of 600. Several Board members offered to provide assistance to Board staff on planning for the conference. Ms. Ellen O'Brien Saunders noted these offers of assistance. Ms. Ewing asked Ms. Pam Lund to convene a Best Practice Award group to review and revise the selection process.

Commissioner Mundy reported on her impressions of the National Governors Association Policy Forum held in Washington, D.C. in early December.

Mr. Hudson shared copies of a proposed resolution for the Board to support asking Governor Locke to develop a three-state request to Congress to increase funding for the Workforce Investment Act (WIA). Mr. Hudson reported on a meeting that was hosted by the Washington Workforce Association that developed this request. Ms. Randy Loomans was also present at this meeting. The Board discussed the process for reviewing this proposal. Ms. Ewing suggested that this issue be brought to the Interagency Committee and they come back to the Board with a recommendation.

Executive Director's Report

Ms. O'Brien Saunders informed the Board about the process for local strategic plan development and will update the Board on this activity at the January and March 2003 Board Meetings. Ms. O'Brien Saunders then introduced Mr. Carl Wolfhagen who shared information on the WIA Year End Annual Report. The recent nomination of Debbie Cook from the Department of Services for the Blind for a Good Housekeeping Women in State Government award was also announced.

The Board discussed the Career Cluster Initiative, with Ms. O'Brien Saunders noting that this was also discussed at the October 2, 2002, Board Meeting. Mr. Rick Bender had some questions about the initial rejection of the proposed resolution and Mr. Jim Crabbe and Ms. Kyra Kester shared perspectives from the State Board for Community and Technical Colleges (SBCTC) and the Office of Superintendent of Public Instruction (OSPI), respectively. Ms. Kester discussed OSPI's difficulty with the proposed resolution, that although this is valuable information on career clusters, this is not a new program and there may be problems in implementing all 16 clusters in all the state's high schools. Both Ms. Kester and Mr. Crabbe had difficulty with the word "framework" and suggested that the word "resource" be substituted.

Motion 02-89-02

Commissioner Mundy made a motion to adopt the resolution on Career Clusters with the suggested change. Mr. Hudson seconded the motion for approval. The motion passed.

Governor Locke's Workforce-Related Budget for 2003-05

Mr. Jim Crawford from the Office of Financial Management presented the Governor's Budget for 2003-05, with particular attention to workforce-related funding. The highlights included: Tuition for higher education is going up, which may offset some of the General Fund cuts; high demand enrollments increase are included; the Washington Award for Vocational Excellence (WAVE) program shows an increase to meet the current tuition/fee costs; Skill Center summer vocational education programs are eliminated; and teacher salary increases are suspended. Regarding the WAVE funding, Mr. Crawford mentioned the need to develop a model for anticipating tuition increases so that we are not always playing catch-up. Mr. Bender shared that Labor was not really involved in the Priorities of Government activity hosted by the Governor's Office and could have some different ideas on the budget.

Carl D. Perkins Vocational and Technical Education Act FY 2004 - Department of Education Budget Proposal

Mr. Walt Wong discussed the Carl D. Perkins Vocational and Technical Education Act FY 2004 - Department of Education budget proposal with the Board. The proposed resolution acknowledges support for continued federal funding and dedicated resources for career and technical education.

Motion 02-89-03

Mr. John McGinnis made a motion to adopt the resolution on support for federal funding of career and technical education. Mr. Joe Pinzone seconded the motion for approval. The motion passed.

Common Performance Measures for Workforce Development

Mr. Bryan Wilson updated the Board on common performance measures identified by the federal Office of Management and Budget (OMB). The Performance Management for Continuous Improvement (PMCI) group convened to review and prepare comments on these measures. While Washington State is on record in support of common measures for performance across workforce development programs, Mr. Wilson highlighted some weaknesses in the proposed measures from the OMB. Ms. Kester asked the measures for non-traditional programs. Mr. Wilson responded that non-traditional measures are not included. Comments on these measures were informed and supported by the PMCI and the Board was asked to approve these comments for transmittal to the Governor's Office and the relevant federal agencies.

Motion 02-89-04

Mr. Bender made a motion to adopt the resolution to approve the comments on common performance measures. Mr. Crabbe seconded the motion for approval. The motion passed.

Students Options Legislation

Ms. Kathleen Lopp was introduced to the Board by Mr. Wes Pruitt. Ms. Lopp presented information on a proposed bill to ensure that high school students in each school district have the opportunity to enroll in programs of study that help prepare them for jobs that do not require a baccalaureate degree. Ms. Mundy asked about potential fiscal impact and Ms. Lopp responded that no impact has been identified. Ms. Kester expressed concern regarding districts that do not have a career and technical education program and that this bill could be difficult for those districts to implement in these tight budget times. Ms. Kester also expressed that high schools are already mandated to have pathways. Mr. Bender supported this resolution very strongly. Mr. Pinzone also expressed support for the bill, as did Mr. McGinnis.

Motion 02-89-05

Mr. Hudson made a motion to adopt the resolution to support student options legislation. Mr. McGinnis seconded the motion for approval. The motion passed with one nay vote (OSPI).

Youth Workforce Development and Training

Mr. Gary Gallwas and Ms. Pam Lund shared information with the Board on youth workforce development activities. Four direct service projects were funded that supported youth-related objectives and strategies in *High Skills, High Wages 2002*. Ms. Lund explained the service integration component of these activities, where multiple resources are linked in the common goal of helping youth be successful in school and planning for their futures. Ms. Randy Loomans and Mr. McGinnis shared positive comments on the process for reviewing these projects.

Incentive Policy for Workforce Investment Act Title I-B

Mr. Wilson shared the materials in Tab 5 and noted that there were minor adjustments from last year's policy, including a recommendation to adjust local performance targets instead of reported results, remove the time limit, and add a requirement about meeting the survey response rate requirements of the Department of Labor. Mr. Pinzone inquired about adjustments to the targets if the economy improves and was reassured that the regression model makes these adjustments.

Motion 02-89-06

Mr. Pinzone made a motion to adopt the resolution to approve the Title I-B Incentive Policy. Mr. McGinnis seconded the motion for approval. The motion passed.

Health Care Personnel Shortage Task Force Report

Ms. Ewing thanked Ms. Madeleine Thompson and members of the Health Care Personnel Shortage Task Force for their work on this report. Ms. Thompson presented the report to the Board. Ms. Loomans wants to be more explicit with the goal to retain health care workers. Ms. Ewing asked about credentials for health care workers and if there are regulations that may impede the entry and re-entry into this field. Mr. Crabbe also said that regulatory impediments are a problem. The community colleges are trying to expand capacity in nursing programs and the bar keeps getting raised, making it difficult to implement. Mr. John Atherton asked if the senior lobbyists are weighing in on this issue. He was answered that not yet, but this is an excellent topic to bring back to the task force. Mr. McGinnis asked about funding for implementing the strategies outlined in the report. Ms. O'Brien Saunders replied that the Governor's budget supports expanding capacity in health care. Mr. McGinnis asked if there were ideas about having a state health training facility. Ms. Thompson replied that other states have looked at this idea, but it is not in the plans here. Ms. Thompson reported on legislative activities regarding the work of the task force, including several hearings in January and a possible bill.

Motion 02-89-07

Mr. Crabbe made a motion to endorse the final draft of Health Care Personnel Shortage Task Force Report, *Health Care Personnel Shortages: Crisis or Opportunity?* and the recommendations and strategic plan contained in the report. Mr. Pinzone seconded the motion for approval. The motion passed.

Training Benefits Program Review

The Legislature requires the Board to report to them on the Training Benefits Program by December 1, 2002. This report had been shared with the House of Representatives at the time of this meeting and will be shared with the Senate soon. Mr. McGinnis has some disagreement with the numbers on the aerospace industry and will discuss this further with Mr. Wilson and Mr. Gallwas. Highlighted areas in the report show pre and post earnings and participant satisfaction. Dissatisfaction with advice on selecting a training program and information on job openings is significant.

Ms. Ewing thanked the Board, the participants, and the audience, and the meeting was adjourned at 2:20 p.m.

Ellen O'Brien Saunders, Secretary

A handwritten signature in black ink, reading "Ellen O'Brien Saunders". The signature is written in a cursive, flowing style.



SAMPLE

STATE OF WASHINGTON

Workforce Training and Education Coordinating Board

128 - 10th Avenue, S.W. • P.O. Box 43105 • Olympia, WA 98504-3105

Phone: (360) 753-5662 • Fax: (360) 586-5862 • Web: www.wtb.wa.gov • Email: wtecb@wtb.wa.gov

January 22, 2003

The Honorable Patty Murray
United States Senator
173 Russell Senate Office Building
Washington, DC 20510

Dear Senator Murray:

This letter is to urge you to oppose cuts in funding for the Workforce Investment Act (WIA). These dollars are important investments in the quality of our state's and nation's workforce. We should be expanding these investments, not reducing them. Current proposals being considered by Congress would reduce WIA funding in Washington by an estimated \$15,054,024, or 14 percent. As a result, 2,629 Washingtonians would not be served.

WIA provides occupational skills training, basic skills instruction, job search assistance, and other employment-related services to dislocated workers, disadvantaged youth and adults, and other job seekers. At a time that Washington is struggling with an economic recession, we can ill afford the reduction of such services. Our own state's research clearly shows that these programs are a cost effective way to boost employment and earnings, generating tax revenues that exceed the costs of programs.

Recently, the President proposed a program of Personal Reemployment Accounts, funded at \$3.6 billion. We appreciate that the President recognizes that we must invest more in employment and training programs in order to get our economy moving again and, as details of the proposal emerge, we are reviewing it for applicability and benefit here in Washington State. We are concerned that this investment not be simply a case of putting money in one pocket while taking it out of another.

The Honorable Patty Murray
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January 22, 2003

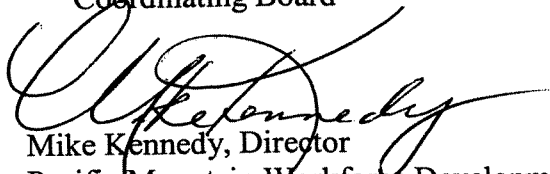
We urge you to oppose reductions in funding for WIA. Please let us know if there is any additional information or assistance we can provide.

Thank you for your consideration.

Sincerely,



Ellen O'Brien Saunders, Executive Director
Workforce Training and Education
Coordinating Board



Mike Kennedy, Director
Pacific Mountain Workforce Development
Council and President, Washington
Workforce Association



Sylvia Mundy, Commissioner
Employment Security Department



Martha Choe, Director
Department of Community, Trade
Economic Development

cc: Governor Gary Locke

Personal Reemployment Accounts – Questions and Answers

1. What is a Personal Reemployment Account?

A Personal Reemployment Account provides certain eligible individuals currently receiving UI benefits, or some UI exhaustees, with a special worker-managed account of up to \$3,000 (the exact amount to be determined by the state) to purchase intensive reemployment, training and supportive services. Account recipients may choose to access and purchase intensive reemployment, training and supportive services currently available through the One-Stop Career Center system; use the account funds to purchase these service offerings from providers outside of the One-Stop Career Center system or develop a reemployment strategy that combines services from both components. Allowable uses for account funds include: career counseling, occupational skills training, skills upgrading, child care, transportation expenses and financial literacy counseling. Income support is an allowable use of the reemployment accounts funds, at state option, but only for those individuals that have exhausted UI benefits and are engaged in training and/or intensive services leading to a job.

If a new UI claimant becomes reemployed by his/her 13th UI benefit payment, any cash remaining unspent in the account will be provided directly to the worker in cash as a reemployment bonus. The bonus will be paid to the individual in two installments: 60% at employment and 40% after six months of job retention. Individuals who do not find employment by their 13th UI benefit payment will not be able to "cash out" their account but will continue to be able to purchase intensive reemployment, training and supportive services for up to one year from the effective date of the established account.

If an individual who is currently receiving UI or has exhausted all UI benefits becomes reemployed by the 13th week of the effective date of the established account, he/she will be able to "cash out" the account similarly to UI beneficiaries and will receive the bonus in the two installments described. Individuals who do not find employment by the 13th week of the effective date of the established account will be able to continue to use the account to purchase intensive reemployment, training and supportive services for up to one year from the effective date of the established account. Once reemployed, UI benefit exhaustees may not use their accounts for income support.

In certain cases, some individuals may exhaust UI benefits while using a Personal Reemployment Account established for them prior to UI exhaustion. In these cases, their account will be administered in much the same way as that of UI exhaustees.

Personal Reemployment Accounts will be a one-time benefit.

2. Why are these accounts being established?

Personal Reemployment Accounts are intended to: (1) empower job seekers by giving them more flexibility, personal choice and individual control while providing access to intensive reemployment, training and supportive services; (2) reduce the time an individual collects Unemployment Insurance and speeds his/her return to the labor market; and (3) provide incentives that promote job retention.

3. Who is eligible for Personal Reemployment Accounts?

Two types of individuals may be eligible for a Personal Reemployment Account: (1) individuals receiving Unemployment Insurance (UI) who are identified by the state as being "likely" to exhaust their regular UI benefits; and (2) some individuals who have exhausted their UI benefits within the last three months prior to the Personal Reemployment Account program's effective date and meet certain criteria.

Individuals who have exhausted their UI benefits may qualify for an account if they have exhausted all UI benefits within the last three months prior to the Personal Reemployment Account program's effective date, and they meet one of the following two criteria: (1) they are successfully in training, have not completed, and have exhausted UI benefits and need extra support to complete training (priority should be given to those who are training for shortage occupations or high growth industries); or (2) those who worked in industries or occupations that are declining or no longer functioning in the local labor market within the past two years. States will have the option of choosing additional targeting criteria.

4. Generally how will Personal Reemployment Accounts work?

Implementation of the Personal Reemployment Account program will differ somewhat depending on whether the unemployed worker is currently receiving UI benefits or has already exhausted his/her UI benefits. The following is a step-by-step process for each category of account recipient:

The steps leading to obtaining a Personal Reemployment Account for an unemployed worker receiving UI benefits are:

1. Under current law, an Unemployment Insurance recipient identified by his/her state as "likely to exhaust" UI benefits must register with the state's Workforce Investment Act program to become a client of the already-established network of One-Stop Career Centers. Failure to do so risks the loss of UI benefits.
2. Recipients who are referred to reemployment services also may be eligible to receive an account, as determined by the state. Selected individuals will be

offered a Personal Reemployment Account as part of the services they receive and will be provided with a Personal Reemployment Account of up to \$3,000 administered on their behalf by the One-Stop Career Center.

3. The individual can continue to be eligible for and receive UI benefits and will also be free to use core services (e.g., job search, local labor market information) provided by the public One-Stop Career Center. If the individual determines the need for other One-Stop Career Center services such as intensive reemployment services (e.g., counseling, case management), training, or supportive services, he/she must purchase these services with Personal Reemployment Account funds.
4. Intensive reemployment, training, and supportive services may be purchased from the One-Stop Career Center, other sources outside the One-Stop system or a combination of both. The One-Stop Career Center will provide payouts from the account upon receiving allowable invoices and cost documentation. Such payouts will reduce the balance of funds available in the Personal Reemployment Account.
5. If the individual becomes reemployed by his/her 13th UI benefit payment, any balance remaining unspent in his/her account will be provided directly to the worker in cash as a reemployment bonus paid out by the One-Stop Career Center administering the individual's account. Individuals currently receiving UI may also retain any balance remaining in the account as a reemployment bonus if they become reemployed by the 13th week of the effective date of the account. Full payout will close the account.
6. Individuals will be provided the cash balance in two installments: 60 percent at the time of employment and 40 percent after six months of retaining a job.
7. When the cash payout is completed, individuals may continue to use all of the no-cost, automated and staff-assisted basic reemployment services available at One-Stop Career Centers. They will not, however, be eligible for intensive reemployment services such as counseling, case management, training, or supportive services under the Workforce Investment Act for a period of one-year after cash payout.
8. If the individual does not find employment by their 13th UI benefit payment, he/she will be able to continue to use the account resources as administered by the One-Stop Career Center for intensive reemployment, training or supportive services for up to one year from the effective date of the established account. Individuals currently receiving UI who do not find employment by the 13th week of the effective date of the account, will also be able to continue to use it for services for up to one year.

The steps leading to obtaining a Personal Reemployment Account for an unemployed worker who has exhausted benefits:

1. An individual who has exhausted UI benefits within the last three months prior to the program's effective date may be identified by the state as qualifying for a Personal Reemployment Account. Individuals must also meet one of the following criteria: (1) they are successfully in training now but have not completed it and have exhausted benefits (with priority for those who are training for shortage occupations or high growth industries); or (2) they have worked in industries that are declining or no longer functioning in the local labor market within the past two years.

States may add additional limiting criteria.

2. Once identified by the state as eligible for a Personal Reemployment Account, the individual will follow the same steps outlined above for UI beneficiary account holders. A reemployment bonus will be available for those entering a job within 13 weeks of the effective date of the account.
3. States also have the option of allowing UI exhaustees to use their account funds for income support payments, similar to unemployment benefits, if they are engaged in training and/or intensive reemployment services leading to a job.
4. If the individual does not find employment by the 13th week of the effective date of the account, he/she will be able to continue to use the account funds for intensive reemployment, training, or supportive services for up to one year from the effective date of the established account.

The steps described above may vary from state to state depending on the operations of the public workforce investment system.

5. How are individuals that are the “likely to exhaust” identified?

By law, after an individual is found eligible to receive Unemployment Insurance, states identify those recipients "who are likely to exhaust benefits and will need job search assistance services to make a successful transition to new employment" and refer these individuals to mandatory reemployment services. Although each state applies different criteria, the factors used to identify these workers include local unemployment rates, prior employment in a declining industry, the participant's level of education, and the participant's recent job tenure. The primary objective of this activity is to focus on augmenting reemployment services to those individuals identified through an early intervention process for the purpose of facilitating a quick re-attachment to the labor market. Personal Reemployment Accounts are yet another service tool that some of these job seekers can access to assist them in finding work more quickly.

6. How many individuals have already exhausted all UI benefits within the last three months?

According to recent UI data, 700,000 claimants exhausted Temporary Extended Unemployment Compensation (TEUC) in the last three months.

7. If a UI exhaustee receives a Personal Reemployment Account, is there a time limit on using the account?

A UI exhaustee may use the account resources as administered by the One-Stop Career Center for intensive reemployment, training, or supportive services for up to one year from the effective date of the established account.

8. For those UI exhaustees that are eligible and receive a Personal Reemployment Account, can they also receive public assistance funds?

Yes. The receipt of a Personal Reemployment Account does not make a UI exhaustee ineligible for public assistance. States will determine exactly which UI exhaustees will be eligible and receive Personal Reemployment Accounts.

9. Will the receipt of funds from Personal Reemployment Accounts have an adverse effect on an individual's ability to be eligible for full UI benefits?

No. An individual will continue to be eligible for and receive full UI benefits. Generally, only income from employment, pensions, or self-employment will cause states to reduce payment of UI to the individual.

10. Is this duplicative of the allowable activities under the Workforce Investment Act (WIA)?

No. The objective of the Personal Reemployment Account program is to identify those individuals who may need additional services and support to successfully find and retain work and give them access to a Personal Reemployment Account as an additional tool to be used toward that end.

This program allows eligible individuals direct access only to core services provided by the One-Stop Career Centers. However, if the individual determines the need for other One-Stop Career Center services such as intensive reemployment services (e.g., counseling, case management), training, or supportive services, he/she must purchase these services with account funds. Intensive reemployment, training, and supportive services may be purchased from other sources outside the One-Stop system, the One-Stop Career Center, or a combination of both.

This account gives the individual flexibility and personal control by allowing eligible individuals to access providers and services outside of what is currently available through WIA-funded channels.

11. Why are individuals allowed to go outside the public workforce investment system for training services?

One of the purposes of the accounts is to give unemployed workers maximum flexibility. In certain situations where the time necessary for obtaining employment is predicted to be substantial, a wider array of services may be appropriate. Individuals may choose to purchase the intensive reemployment, training and supportive service offerings from the public system; use the funds available in their account for specialized services or needs unavailable or unaddressed through their particular One-Stop Career Center system or select a combination of services from both components.

12. Describe some of the intensive reemployment, training and supportive services that can be purchased with the account funds?

The allowable services that can be funded by the account may include career counseling, occupational skills training, skills upgrading, child care, transportation, health-related assistance and financial management counseling. In addition, for UI exhaustees only, an incremental payment process can be established whereby the funds can be used as ongoing income support at state option while the individual conducts a job search. The individual will be able to select from an extensive menu of allowable services and develop a service strategy that best meets the career goals identified in the individual's employment plan.

13. Will there be an emphasis on the quality of the jobs and retention attached to these accounts?

Yes. While individuals will make the choices involved with their account, they will work closely with professional career counselors available through the One-Stop Career Center system. Emphasis will be placed, where appropriate, on preparation for employment in high growth industries and occupations. In addition, the reemployment bonus, which provides an account cash-out, has a job retention component: individuals are paid in two installments, 60% at employment and 40% after six months of job retention.

14. Can a One-Stop Career Center turn down an individual's choice of an intensive reemployment training or supportive services provider or school?

Yes, in certain circumstances. The general intent of the Personal Reemployment Account is to give eligible account recipients broad choice and discretion based on the reemployment needs of the individual. Additionally, career counselors from the One-Stop Career Center will be available to provide guidance to individuals that need assistance while making such service and provider selections. However, if a representative from the One-Stop Career Center determines that the service (intensive reemployment, training or supportive) or provider selected or purchased is wholly unreasonable or egregious, the selection or approval of the expenditure can be denied.

15. Has the Department of Labor made Personal Reemployment Accounts available to workers in the past? If yes, what were the results?

No. The Department has not made Personal Reemployment Accounts available to workers in the past. However, there were two Department of Labor studies of the Reemployment Bonus Experiments conducted in the states of Washington and Pennsylvania. Findings from the two studies showed that in today's dollars, a reemployment bonus of as little as \$250-\$750 motivated people to become reemployed and reduced the duration of UI by about a week.

16. What services are available to unemployed individuals who are not eligible for Personal Reemployment Accounts?

The Personal Reemployment Account program is a new and innovative initiative that is being utilized now in immediate response to the needs of unemployed job seekers so that more individuals can return to work more quickly. This new program will provide an extra \$3.6 billion in resources to those workers who are identified as having the most difficult reemployment prospects. This is in addition to the existing investment of \$3.5 billion appropriated through the workforce investment system to serve adults. As has always been the case with the public workforce investment system, any individual, whether a UI claimant or not, is encouraged to access One-Stop Career Center services in the community and to use the basic core services, such as job search, access to labor market information and career and financial aid counseling that will assist the person in becoming reemployed or in developing his/her career. In addition, if the individual is determined to require more advanced assistance in order to obtain a job, intensive reemployment services, training and supportive services may be accessed. Such services can include in-depth career counseling, out-of-area job search assistance, case management, occupational skills training, child care and transportation. Also, beyond the realm of employment and training services, One-Stop Career Centers can provide individuals with access to an array of other community resources and services.

17. How are the Personal Reemployment Accounts going to be funded?

States will be given a national total of \$3.6 billion to provide Personal Reemployment Accounts. Each state receives an allocation based on total unemployment levels.

18. Does the Personal Reemployment Account Program replace the Temporary Extended Unemployment Compensation program (TEUC)?

No. On January 8, 2003, the President signed a bill to extend the TEUC program through May 2003. The Personal Reemployment Account program is proposed in addition to the extension of TEUC.

19. When will the Personal Reemployment Account program start and when will the funds be available?

It is anticipated that funds will be available and the program will start early in 2003.

20. Will funding be provided to pay for administrative costs incurred with the Reemployment Accounts program?

Yes. Funding for the states to administer the Personal Reemployment Account program will be provided.

21. How long will this program last?

The Personal Reemployment Account program will be authorized for two years.

22. Can an individual transfer a Personal Reemployment Account to a family member?

No. Personal Reemployment Accounts are nontransferable. If for some unforeseen circumstances an account is no longer active, funds will be recaptured by the state and used for additional Personal Reemployment Accounts.

23. Are Personal Reemployment Accounts taxable?

Costs for intensive reemployment, training and supportive services are not. Proceeds from a reemployment bonus are considered income.

24. Will new legislation or regulations be needed?

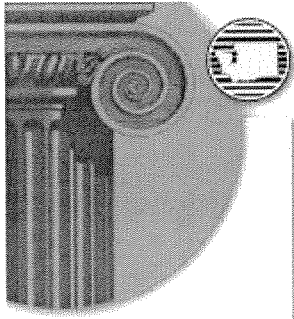
New legislation is needed.

25. What efforts will be taken to ensure that there is effective monitoring and evaluation of these accounts?

There will be many safeguards in place to ensure that Personal Reemployment Accounts are effectively monitored and evaluated. To determine whether an individual is an Unemployment Insurance exhaustee, cross-matching with the UI claims database will take place. To determine whether an exhaustee is unemployed, cross-matching with the state new hire database will also take place. To ensure that an individual will not access One-Stop intensive reemployment, training or supportive services for a year following the Personal Reemployment Account cash-out, Career Center case managers will, at intake, cross-match the individual's name with the Center's automated records of service. Fourth, each recipient of a Personal Reemployment Account will sign a self-attestation that assures that the individual will not misuse the account funds, that the bills they submit for payments are for legitimate purposes according to the criteria of the Personal Reemployment Account, and that he/she agrees to reimburse all account funds determined to have been unallowable. In addition, One-Stop Career Center representatives can deny approval of payment if they determine that the service or provider selected or purchased is wholly unreasonable or egregious. This will be coupled with any other civil or criminal penalties deemed appropriate by the state. Fifth, in the case of UI benefit exhaustees, face-to-face interviews will be held with account recipients on a periodic basis to ensure that the individual is actively accessing the intensive reemployment, training and supportive services necessary to become successfully employed and retained in a job and that the account funds are being used in accordance with the requirements of the program. Finally, states will be required to conduct a yearly audit of the financial management of the Personal Reemployment Accounts program, at which time a statistically significant sample of individual reemployment accounts will be reviewed.

26. Can states use the money for anything other than Personal Reemployment Accounts?

No. If a state accepts the money, it must use it to establish Personal Reemployment Accounts.



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Contact: Sara
(206)
sarag@waroundtable.com

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Employers Release Action Plan to Implement Certificate of Mastery Graduation Requirement

SEATTLE – January 21, 2003 – Building on a decade of education reform, Washington Roundtable, an organization comprised of 40 CEOs with a combined workforce of more than 200,000 employees, has released a detailed action plan to implement the Certificate of Mastery as a high school graduation requirement with the class of 2008.

"Now is the time to put some weight behind education reform and make standards count. It is unfair to give students a diploma without ensuring they have the reading, writing, math and science skills required to succeed in work and postsecondary education," said William W. Krippaehne, Jr., chair of the Roundtable's education committee and CEO of Fisher Communications.

"The state must set a deliberate course to implement the Certificate of Mastery. It will require thoughtful planning and a combined effort among policymakers, school administrators, teachers, parents and community members. Our plan is designed to assist in that effort," Krippaehne added.

The **Students Can't Wait** action plan draws from successes and lessons learned from other states that are implementing standards-based graduation requirement recommendations with regard to testing and the graduation requirement in

- Maintain the Certificate of Mastery reading, writing and mathematics requirement starting with the class of 2008. Implement the science requirement in civics in 2012.
- Offer retakes of the 10th grade WASL assessment beginning in 2004.
- Enable diligent students who do not meet the standard in one or more areas of the WASL to demonstrate achievement in another way.
- Develop coherent, fair policies to ensure students with special needs are meaningfully included.
- Provide targeted help to students who do not meet standards.
- Align postsecondary admissions requirements, Promise Scholarships and other programs with the Certificate of Mastery.

The plan also calls for specific institutional changes to enhance education reform, increase equity and expand the potential for all students to succeed. These include

- Enact a firm but fair school and district accountability system.
- Overhaul existing mechanisms for developing teacher knowledge and skills, including redesigning teacher preparation, certification, professional development and compensation systems.
- Improve the quality, diversity and support of school leadership, including training.
- Use federal education policy to enhance education reform.
- Clarify and consolidate the state's education governance.

About The Washington Roundtable

The Washington Roundtable is a nonprofit public policy organization comprised of chief executives with a combined workforce of more than 200,000 employees in Washington state. Since 1983, the Roundtable's CEO members have worked to create positive change on critical policy issues that foster economic growth and generate jobs for Washingtonians. Areas of focus include state fiscal policy, climate and public education. For more information visit www.waroundtable.org.

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TAB 2

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 90
JANUARY 30, 2003**

CONSOLIDATED ANNUAL REPORT

Carl Perkins Vocational and Technical Education PY 2002 Performance Results

The Workforce Training Board submitted Washington State's Consolidated Annual Report (CAR) on activities funded by the Carl Perkins Act on December 31, 2002. The CAR report includes accountability targets and results for both the secondary and postsecondary systems. A state is eligible for federal workforce incentive funds if it exceeds accountability standards for Workforce Investment Act Title I, Carl Perkins Act, and Adult Education and Family Literacy Act performance measures. The targets for all three programs must be exceeded.

The attached report shows Washington State's performance on the Carl Perkins measures and how the results compare to the performance targets. In order to determine a state's eligibility for an incentive award, the Department of Education calculates the difference (positive or negative) between performance and the target for each measure. The Department sums the differences to judge overall performance. A state may qualify for an incentive award if the sum is positive. By this method, Washington exceeded its Carl Perkins Act targets for 2002.

Whether or not Washington qualifies for a federal incentive award is still an open question. In December the Board saw that the state exceeded its targets for WIA Title I; however, the state's survey response rates for customer satisfaction surveys could disqualify us depending on how the Department of Labor interprets Washington's performance and the requirements. In addition, we do not yet know how Adult Education and Family Literacy results compare to that program's performance targets.

Board Action Required: None. For informational purposes only.

Summary of Perkins Accountability Results from the 2002 Consolidated Annual Report

Secondary Measures		Target	Performance	Difference
1S1	Academic Attainment	94.13%	94.88%	0.75%
1S2	Skill Attainment	94.13%	94.88%	0.75%
2S1	Completion	94.13%	94.88%	0.75%
2S2	Diploma	94.13%	94.88%	0.75%
3S1	Total Placement	74.10%	75.75%	1.65%
4S1	Nontrad Participants	37.78%	41.99%	4.21%
4S2	Nontrad Completers	33.13%	38.75%	5.62%

Sum of Differences Secondary				14.47%
------------------------------	--	--	--	--------

Postsecondary Measures		Target	Performance	Difference
1P1	Academic Attainment *	58.79%	56.47%	-2.32%
1P2	Skill Attainment *	58.79%	56.47%	-2.32%
2P1	Completion *	58.79%	56.47%	-2.32%
3P1	Total Placement	75.23%	76.86%	1.63%
3P2	Retention	75.16%	76.09%	0.93%
4P1	Nontrad Participants	19.29%	20.12%	0.83%
4P2	Nontrad Completers	18.63%	18.59%	-0.04%

Sum of Differences Postsecondary				-3.62%
----------------------------------	--	--	--	--------

Sum of Differences Combined				10.85%
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* The Department of Education expresses all targets in percentage terms. SBCTC has expressed Academic Attainment, Skill Attainment, and Completion targets as numbers. This approach is allowed by law, but is not accepted by the Department of Education. SBCTC exceeds its numeric targets for these measures.

TAB 3

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 90
JANUARY 30, 2003**

**DEMAND, SUPPLY, AND RESULTS FOR SECONDARY CAREER
AND TECHNICAL EDUCATION**

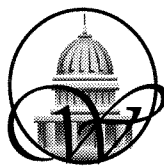
The paper in this tab addresses two questions: Should secondary schools offer high school students vocational training in addition to basic academic skills? Is secondary career and technical education a cost effective program?

In answer to the second question, the Board has already heard the net impact evaluation results. At the January meeting, the Board will hear a brief presentation concerning demand and supply for secondary career and technical education.

Board Action Required: None. For informational purposes only.

*Demand, Supply, and Results
for Secondary Career and
Technical Education*

January 2003



Workforce Training and Education Coordinating Board
128 - 10th Avenue, S.W., P.O. Box 43105, Olympia, WA 98504-3105
(360) 753-5662/Fax (360) 586-5862
<http://www.wtb.wa.gov> Email: wtecb@wtb.wa.gov

WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD

The Vision

The Workforce Training and Education Coordinating Board is Washington State's valued and trusted source of leadership for the workforce development system.

Mission Statement

The Workforce Training and Education Coordinating Board's mission is to bring business, labor, and the public sector together to shape strategies to best meet the state and local workforce and employer needs of Washington in order to create and sustain a high-skill, high-wage economy.

To fulfill this Mission, Board members, with the support of staff, work together to:

- Advise the Governor and Legislature on workforce development policy.
- Promote an integrated system of workforce development that responds to the lifelong learning needs of the current and future workforce.
- Advocate for the nonbaccalaureate training and education needs of workers and employers.
- Facilitate innovations in workforce development policy and practices.
- Ensure system quality and accountability by evaluating results and supporting high standards and continuous improvement.

Board Members

René Ewing
Chair

Rick Bender
Representing Labor

Geraldine Coleman
Representing Business

Tony Lee
*Representing Targeted
Populations*

Sylvia Mundy
*Commissioner, Washington
State Employment Security
Department*

Terry Bergeson
*State Superintendent of
Public Instruction*

Earl Hale
*Executive Director, State
Board for Community and
Technical Colleges*

John McGinnis
Representing Labor

Joseph J. Pinzone
Representing Business

Don Brunell
Representing Business

Beth Thew
Representing Labor

Participating Officials

Vacant
*Representing Local
Elected Officials*

Dennis Braddock
*Secretary, State Department of
Social and Health Services*

Ellen O'Brien Saunders
Executive Director

Introduction

This policy brief addresses two questions.

First: Should secondary schools offer high school students vocational training in addition to basic academic skills?

Second: Is secondary career and technical education a cost effective program?

The answer to both questions is yes.

Secondary career and technical education is currently offered in 235 school districts and 9 vocational skill centers and serves 189,000 Washington students.

Most High School Graduates Work after Graduation

- *About 37 percent of high school graduates work and do not attend postsecondary education during the year after graduation.*
- *At least 82 percent of high school graduates either work exclusively or work while attending postsecondary education during the year after graduation.*¹

Given that about a third of high school graduates go to work after graduation without attending postsecondary education, it is important that schools provide them with the skills that employers need. While some go on to postsecondary education in latter years, many do not.

Among Washington's population 25 years of age and older, 25 percent have a high school diploma or GED and no postsecondary education (United State Census 2000).

There are Jobs for High School Graduates

Thirty-one percent of job openings in Washington require only a high school diploma or GED.

There remains a sizeable job market for workers with only a high school education. Among job openings expected in Washington between 2000 and 2008, based on data from the Employment Security Department, 31 percent are expected to require a high school diploma or GED but not a postsecondary credential. Not only do about a third of high school graduates go directly to work, about a third of job openings require just a high school level of education.

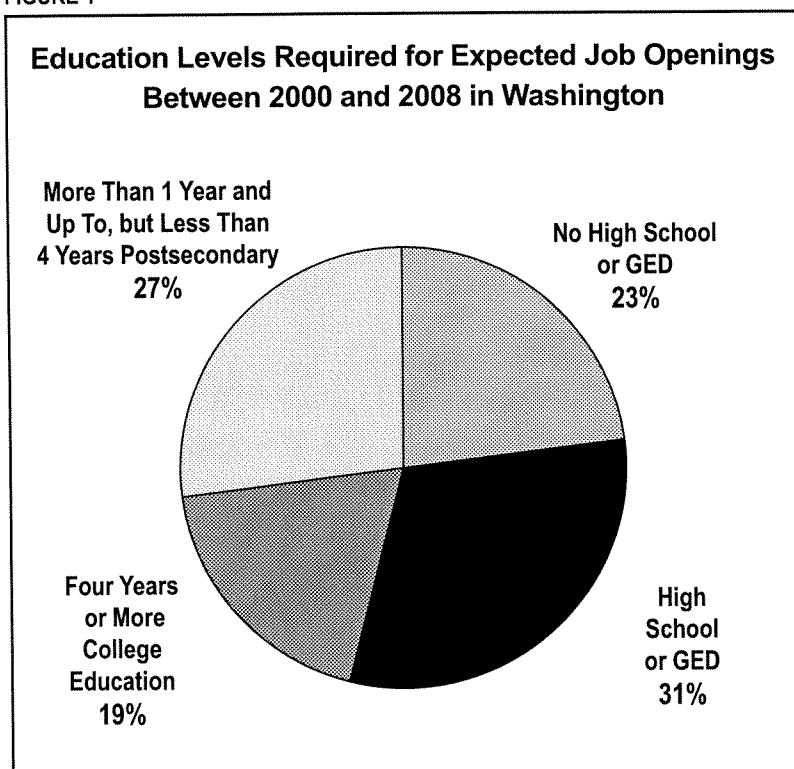
Obviously, jobs that require only a high school education do not pay as well as higher skilled positions. It is generally in the economic interest of an individual to obtain as many years of education as possible.

Employers Want More High School Graduates with Job Specific Skills

Among employers who mostly hire workers with only a high school education, the most difficult types of skills to find in high school graduates are job specific skills.

Every two years the Workforce Board conducts a massive survey of Washington employers about their job training needs

FIGURE 1



and practices. Among other things, employers are asked about their difficulty in finding job applicants with different types of skills. The last survey occurred during the fall of 2001. We analyzed the survey responses of those employers who reported that 75 percent or more of their positions require a high school diploma or GED but no postsecondary credential. As far as we know, this is the only statewide survey of Washington employers who mostly hire at the high school level.

Among employers who mostly hire at the high school level, the type of skills that more report difficulty finding than any other skills are job specific skills. The second most common skill deficits are in general workplace skills such as problem solving, work habits, and communications. Far fewer employers report much difficulty finding workers with the basic academic skills of math, writing, or reading. This is not to suggest that academic skills are unimportant; it suggests that high schools should be preparing more young people with job specific and general workplace skills, in addition to academic skills.

Under Supply of Secondary Career and Technical Education Completers

Among high school graduates, only about 18 percent complete a program in career and technical education.

There are almost 60,000 high school graduates per year in Washington. Of these, just 11,000, or 18 percent, complete

a sequence of vocational programs. About half of these vocational completers go on to postsecondary education or training during the year after graduation. This leaves just 9 percent of high school graduates that complete a vocational sequence and go immediately to work after graduation. This 9 percent contrasts greatly with the 37 percent of all high school graduates that go to work after graduation without attending postsecondary education. Most high school graduates who go to work immediately after high school are not prepared in job specific skills. This helps explain why employers who hire mostly workers with only a high school level of education report difficulty finding workers with job specific skills.

FIGURE 2

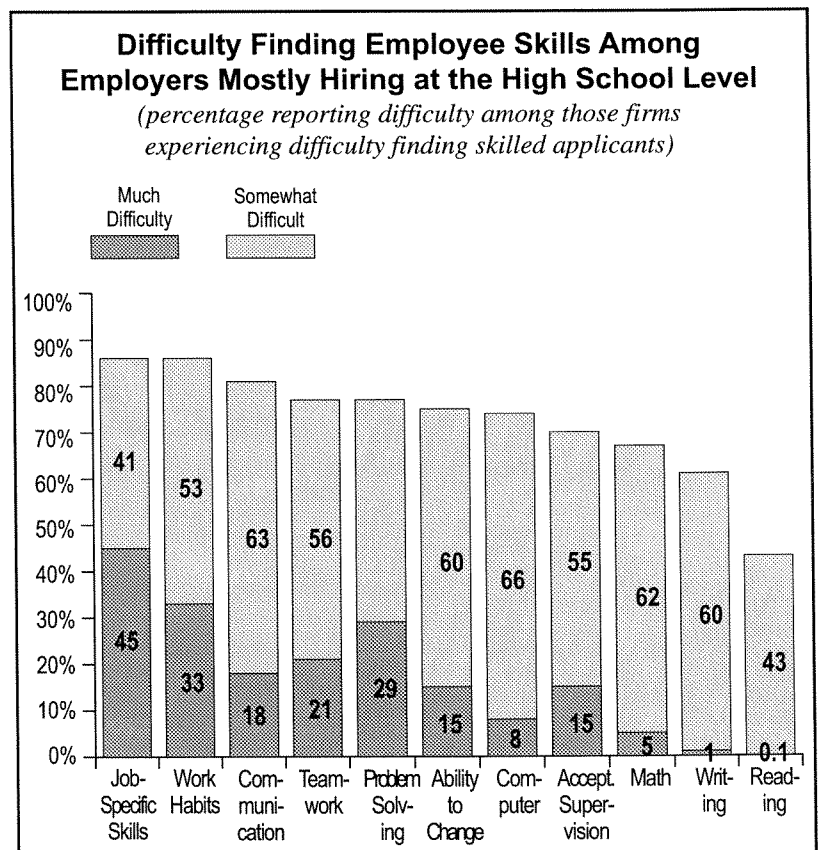
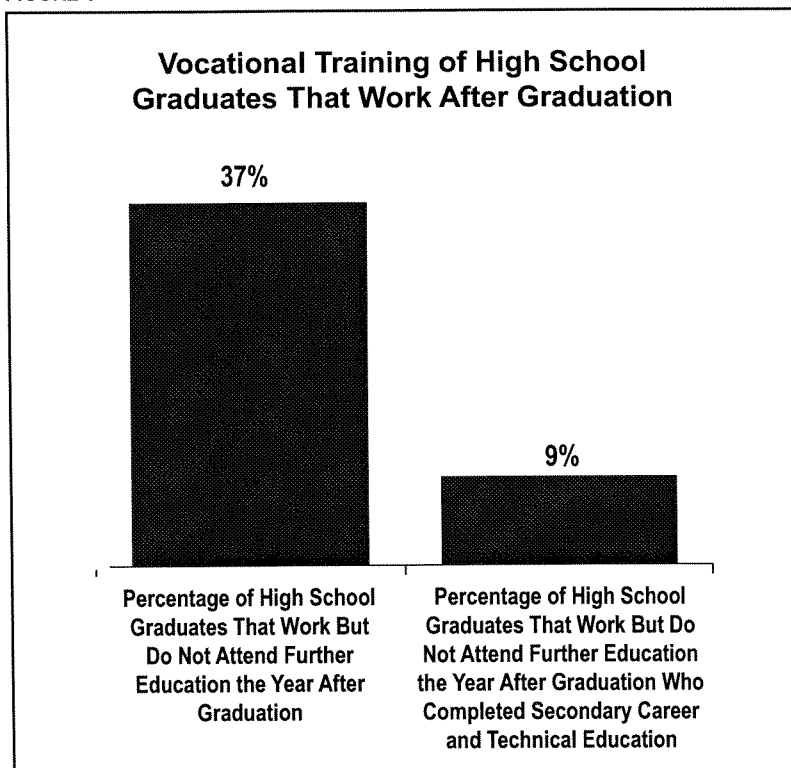


FIGURE 3



Net Impacts of Secondary Career and Technical Education

In 2002, the W.E. Upjohn Institute for Employment Research conducted a net impact study of secondary career and technical education and other workforce development programs for the state Workforce Board. Upjohn compared the post-high school results for vocational completers with the results for other high school students who did not complete a vocational sequence. The study statistically controlled for race, ethnicity, gender, disability status, participation in need based special programs, grade point average, graduation from high school, region, public assistance receipt, employment history, previous industry, and earnings.

FIGURE 4

Net Impacts of Secondary Career and Technical Education		
Outcome	Third Quarter After Leaving Secondary School	Third Year After Leaving Secondary School
Employment rate	+5.5 percent	+5.7 percent
Hourly wage	+\$0.29 ²	+\$0.50
Hours worked	+11.4 hours	+27.1 hours
Annualized Earnings	+\$448	+\$1,804

As shown in Figure 4, Upjohn found that secondary career and technical education is associated with strong positive impacts on post-high school employment and earnings. The data in the table represents the difference between results for vocational completers and results for other high school students.

Secondary Career and Technical Education is Cost Effective

Upjohn also examined the financial benefits and costs of secondary career and technical education for both students and the public. They looked at the differences between vocational completers and other high school students in terms of post-high school earnings, employer provided benefits, and taxes.³ Upjohn reported on

the differences between the two groups during the observed follow-up period of two-and-a-half years after high school and also estimated the lifetime impact until age 65. This estimate does not include the impacts from students completing associate, bachelor, graduate, or professional degrees. (Again, in general, the more years of education, the better off financially an individual is likely to be.)

Secondary career and technical education costs about \$870 per student. This consists of the state general fund enhancement above the regular funding per student FTE and the federal Perkins Act funding on a per student basis. From this investment, career and technical education students experience an average net increase in earnings and employer provided benefits of \$3,649 during the first two-and-a-half years after leaving high school and an estimated net increase of \$71,236 during their working lives. Due to the increase in earnings, the public will benefit from an estimated \$14,930 net increase in tax revenues from the state sales tax and federal income and payroll taxes. The expected net increase in tax revenues far exceeds the cost of the program.

Conclusion

This paper began with two questions.

1. Should secondary schools offer high school students vocational training in addition to basic academic skills?
2. Is secondary career and technical education a cost effective program?

The answer to both questions is yes.

Secondary schools should offer students vocational training because many students go to work after graduation and many employers hire workers with only a high school diploma and want those workers to have job-specific skills and general work-place skills. And, in answer to the second question, secondary career and technical education boosts student employment and earnings and generates tax revenues that far exceed the cost of the program.

FIGURE 5

Benefits and Costs of Secondary Career and Technical Education Per Student and the Public				
Benefit/ Cost	First 2.5 Years: Student	First 2.5 Years: Public	Lifetime Estimate: Student	Lifetime Estimate: Public
Earnings	+\$3,041		+\$59,363	
Fringe Benefits	+\$608		+\$11,873	
Taxes	-\$765	+\$765	-\$14,930	+\$14,930
Program Costs		-\$870		- \$870

Endnotes

¹ “Washington State Graduate Follow-up Study: Class of 2000 All Graduates First Year After Graduation Statewide Results,” Office of the Superintendent of Public Instruction. The actual numbers may be slightly different because available data does not capture most individuals working or attending school outside of Washington.

² Not statistically significant at .10 level.

³ Upjohn also analyzed differences in social welfare payments (Temporary Assistance for Needy Families, Food Stamps, and Medicaid). They found the observed differences to be statistically insignificant.

Demand, Supply, and Results for Secondary Career and Technical Education

Customer Satisfaction Survey

The Workforce Training and Education Coordinating Board is committed to high-quality customer satisfaction and continuous improvement. You can help us meet our commitment by completing this form, detaching it, and mailing it in. Please circle the words that best answer the following questions. In the spaces provided, please elaborate on your response.

1. How useful is this document?	not useful	somewhat useful	very useful
2. How clear is this document?	not clear	somewhat clear	very clear
3. How is the information presented?	not enough detail	right amount detail	too much detail
4. How is the length of the document?	too short	about right	too long

5. Do you want additional copies of this document? Yes ____ Quantity ____ No ____

6. How did you expect to use this document? How have you used this document?

7. How can this document be made more useful in future editions? What additional information would you like to see in subsequent documents?

Please Tell Us About Yourself

JOB TITLE	SECTOR Public ____ Private ____ Nonprofit ____	YOUR ZIP CODE
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Does your organization provide training services to clients? Yes ____ No ____

Would you like to be contacted about future WTECB initiatives in this field? Yes ____ No ____

If we have any questions about what you have written here, may we contact you? Yes ____ No ____
(If you answered "yes" to this question or question #7, please fill out the following.)

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TAB 4

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 90
JANUARY 30, 2003**

ELIGIBLE TRAINING PROVIDER POLICY

Each year, the Board adopts the policy used to determine the eligibility of training programs to provide training funded by Workforce Investment Act (WIA) Title I-B Individual Training Accounts. The same policy is used to determine eligibility to train dislocated workers receiving additional unemployment insurance benefits under the state's Training Benefits Program. The core of this policy is the performance criteria that training providers must meet in order to be eligible. At the March meeting the Board will act on the policy for next year: July 1, 2003, to June 30, 2004.

The purpose of this paper is to review the current policy and its effect on provider and program eligibility. At the meeting, Board members will have the opportunity to request additional information from staff that they would like to have prior to taking action in March.

Board Action Required: None. For discussion purposes only.

Performance Criteria for Determining Training Provider Eligibility FY 2003

Last year the Board modified the eligibility policy by creating a hourly wage exception for programs with low earnings results. The current policy is as follows:

I. State Required Performance Levels

A program must meet or exceed each of the following minimum performance floors:

- A completion rate of 20 percent
- An employment rate of 45 percent
- An earnings level of \$2903 in a calendar quarter

Failure to achieve any one of these minimum floors shall make the program ineligible, with the earnings/hourly wage exception explained below.

In addition, the program must achieve at least an average of 100 percent of the following performance targets:

- A completion rate of 30 percent
- An employment rate of 60 percent
- An earnings level of \$3,658 in a calendar quarter

The average shall be calculated by dividing actual performance on each measure, for which there is sufficient data, by the target for that measure, adding the results together, and dividing by the number of measures for which there is sufficient data.

If a program fails to meet the eligibility requirements for earnings, the program may still qualify by meeting the requirements for hourly wages. The requirements for hourly wages are:

Minimum floor: \$8.00 per hour

Performance target: \$9.00 per hour

II. Effect on Training Providers and Programs

The effect of this policy is shown in the following table. The numbers are based on programs that applied to be on the Eligible Training Provider List for the current year.

Effect of Performance Criteria on Provider and Program Eligibility

	Community & Technical College Programs	Private Career School Programs	Apprenticeship Programs
Number of programs that applied that have sufficient numbers of exiters to measure results	1,346	214	59
Number and percent of programs ineligible	74 (5.5%)	9 (4.2%)	7 (12.1%)
Program categories with high ineligibility rates	Business and Sales Support (12% ineligible), Massage and Other Health (13%), Protective Services (14%), Science Technology (19%), Nursing Assistant (22%)	Cosmetology (11%), Construction Trades (60%)	All ineligible programs are in construction trades

Among community and technical college programs, the ineligibility of science technology and protective services was due to low completion rates. The other three program categories were found ineligible due to either low employment rates and/or low earnings.

Among private career school programs, ineligibility of cosmetology was due to low employment rates. In the case of construction trade programs, three of five programs did not meet the completion rate floor.

For apprenticeship programs, a majority of the programs that were found not eligible had low completion rates.

III. Options for Next Year's Policy

In preparation for Board action in March, staff will solicit recommendation from a variety of stakeholders including the local workforce development councils. The Performance Management for Continuous Improvement (PMCI) workgroup will discuss options and develop recommendations for the Board.

At this time, it seems the major question will be whether or not the Board wants to raise the required performance levels, and if so, by how much. Last year several Board members indicated interest in raising the requirements. There may also be some technical options to consider such as changes in the protocol for aggregating program data when a program has too few students to provide meaningful data.

In order to help the Board consider options, staff will prepare information for the March meeting on the effect on provider and program eligibility of setting the performance requirements at various levels.

TAB 5



Cluster-Based Economic Development and Industry Skill Panels

Ellen O'Brien Saunders
Executive Director
Workforce Training and Education Coordinating Board



Workforce Cluster Strategy

- Collaboration among public and private partners to identify and address the workforce needs for key and emerging industries is critical to the economic recovery and ultimate vitality of the State of Washington.
- Strategy includes planning, program/course development, and training.



What is an Industry Skill Panel?

- A partnership of employers, labor, education and training providers, and other organizations whose purpose is to identify the skill needs of an industry and to develop a plan to address them.



How are Industry Skill Panels related to a Cluster-Based Economic Development Strategy?

The industry membership of skill panels brings the best, most current information about an industry's unique needs to the attention of training providers.

The Workforce Board is focused on developing industry skill panels in economic clusters with a comparative advantage to their communities.



Industry Skill Panels: Developmental Sequence

- Create Panel
- Assess Skill Gaps
- Develop and/or Modify Training Programs
- Provide Customized Training
- Other functions to promote workforce development in addition to training.



“High Skills, High Wages” Industry Skill Panel Assignments

- Provide Labor Market Information
- Assess Industry Skill Gaps
- Assist in Developing New or Modifying Existing Training Programs
- Market Career Opportunities
- Mentor Youth
- Provide Work-based Learning Opportunities
- Share Equipment and Staff for Training Programs
- Expand Apprenticeship Programs
- Increase Customized Training
- Develop Career Ladders



Industry Skill Panels in Washington

- 8 in Health Care
- 4 in Manufacturing
- 3 in Information Technology
- 3 Multi-Industry
- 2 in Construction
- 1 in Maritime
- 1 in Energy

22 Total Industry Skill Panels



Industry Skill Panels and Health Care

- ✓ 8 of 12 Workforce Development Areas have Health Care Skills Panels
 - e.g., Northwest Alliance for Health Care Skills: Creation of an inter-college Radiology Technologist program; student financial assistance; mentors; career ladders
- ✓ State Task Force on the Shortage of Health Care Personnel has Recommended Expanding Health Care Skills Panels
 - From 8 to all 12 areas
 - Sharing staff and equipment
 - Coordinate provision of clinical training sites
 - Career ladders and program articulation
 - Catalyze creation of secondary and postsecondary programs
 - Work-based learning and mentors



Future of Industry Skill Panels in Washington

The Workforce Board expects to continue

- Expanding the number of panels
- Enabling existing panels to sustain themselves over time

As part of a Cluster-Based Economic Development Strategy In Coordination with:

- ✓ The State Board for Community and Technical Colleges;
- ✓ The Employment Security Department; and
- ✓ The Department of Community, Trade, and Economic Development